



President Bush's Education Initiative

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USAID Decentralized Basic Education Program

The Decentralized Basic Education Program (DBE) has three components:

- Improving the quality of education through better management and governance
- Improving the quality of teaching and learning
- Improving the quality of junior secondary and non-formal education for youth with an emphasis on life skills

Management and Governance

Capacity building for local management and governance results in:

- Better school-based management and increased community participation in schools
- More effective and transparent management of education resources by local governments
- Greater support for education from local stakeholders
- Increased use of information technology for education management and governance
- Replication of best practices and increased private sector support for education

The Management and Governance Component provides training and technical assistance to public and private schools to prepare school development plans through a process that involves the community. It generates greater support in implementing planned activities. New planning procedures help school communities effectively and efficiently use their resources to improve the quality of education. Support for school committees enables them to perform mandated roles and functions, leading to more transparent and accountable school management.

Training and technical assistance is provided to districts in human resources, asset management, strategic planning, and supervision for education. Assistance is also provided to improve education finance management, including analysis of the impact of government cash transfer programs, through which substantial grants are made to schools for operational costs. Local parliaments and district education councils are trained in education policy analysis. Together with training for community service organizations and local press to support district education initiatives, local parliaments and councils promote transparency and accountability in education. Communities are encouraged to develop partnerships with enterprises to supplement resources available from local budgets.

Small grants will enable private-public consortia to increase the use of information communication technology. Districts are assisted in increasing community access to technology and improved management of data necessary for better education planning and management.



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Teaching and Learning

The Teaching and Learning component of Decentralized Basic Education is dedicated to improving educational quality through:

- New attention to strengthening teacher training
- Improving the school learning environment

The Teaching and Learning component works with the Ministries of National Education and Religious Affairs, provincial and district governments and other public and private sector partners to develop a more comprehensive system of professional development for teachers. This strengthens the capacity of educators and principals to initiate, facilitate and promote school improvement at the local level. The teaching and learning component incorporates new elements into the system that will significantly enhance the school environment as an arena for student learning and community participation.

■ *Strengthening Teacher Training*

The teaching and learning component creates opportunities for local officials and education stakeholders to shape and take ownership of systems and strategies to provide effective training in decentralized teaching. This component works within the existing school organizational structure known as a cluster, which consists of a geographic grouping of six to ten schools. A cluster-based approach is used to organize and implement training activities. Clusters serve as hubs for Teaching and Learning component tasks and offer school principals, teachers and community members a valuable opportunity to fully engage in activities and strengthen their professional identity through active and participatory learning.

The decentralized in-service teacher training model is supported by training packages created by partner universities in each province, with the assistance of teachers, principals, local government officials, and U.S. university partners. By targeting local partners and education stakeholders, this component helps to identify and address the needs most relevant to primary school educators. The Teaching and Learning component also works with Indonesia's Open University to ensure they have the capacity to respond to diverse professional training needs in an increasingly decentralized educational environment.

The Teaching and Learning component is developing resource centers to support and facilitate activities in each school cluster. These cluster resource centers will be used by stakeholders as a meeting place to discuss training content, classroom applications and innovations, as well as to develop teaching and learning materials and access online teaching and learning resources.

• *Improving the Learning Environment*

The Teaching and Learning component of the Decentralized Basic Education Program supports activities directed at improving the learning environment. Two hundred audio-based kindergartens are being established and equipped with trained personnel and quality instructional materials. A school library system, using the cluster resource center as the distribution hub, is being established to provide students with high quality, non-textbook reading materials.

Information Communication Technologies are serving to inform and promote change in schools, communities and districts. They provide instructional tools in clusters and classrooms and they serve as reference guides and resources for teachers and principals to support and enhance the teaching and learning process.



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The Teaching and Learning component is leveraging additional resources for project activities through public-private alliances. These are innovative partnerships with entrepreneurs, multinational and domestic companies, non-governmental organizations and academic institutions.

Life Skills for Youth

Life skills enable people to continue to learn throughout their lives, use what they know, and adapt to changes in everyday situations.

The Ministry of National Education groups life skills as: personal (self-respect), social (responsibility and healthy living), academic (math skills and decision-making skills) and vocational categories (farming skills, business skills, a good attitude towards work). Integration of life skills across both formal and non-formal curricula is mandatory. Educators are expected to use more active and engaging approaches, but changing established teaching and learning practices is not easy.

The Life Skills for Youth Program has three broad goals:

- **To create a supportive environment for young people to develop life skills**

The program develops training modules and supportive materials that can be used nationally. It also builds training capacity to help junior secondary and non-formal educators to integrate life skills development, active learning and positive youth development approaches. These enable them to plan and manage life skills education and guide students and non-formal learners in practicing these skills. The program creates national and local public-private alliances to engage communities in better life skills for youth.

- **To prepare junior secondary students to better face life challenges and become active members of their communities**

This program trains and mentors teachers in schools and subject-matter teacher networks. The program provides toolkits containing student activities so schools can expand student opportunities to practice life skills. It also works with schools and communities to identify and address issues related to the failure of students to transition from primary to junior secondary school.

- **To Prepare out-of-school youth to face life challenges and engage as productive members of their community**

Non-formal education providers receive training and mentoring to strengthen management and teaching/tutoring practice. Resources are provided as non-cash grants to non-formal education providers to develop and implement activities that build life skills, which out-of-school youth see as relevant to their needs.

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